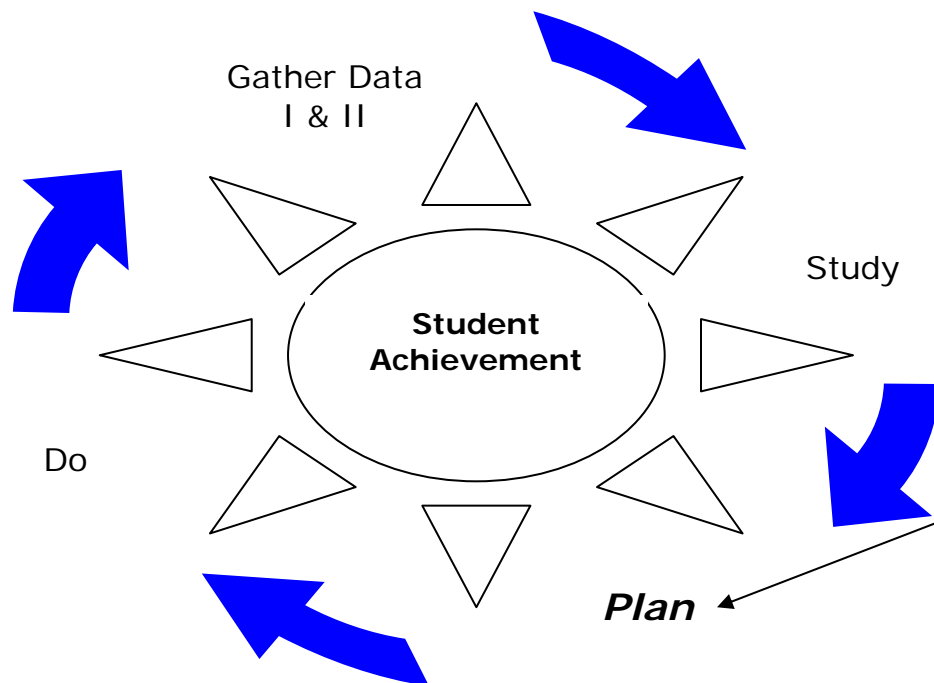




# School Improvement Planning Process



Study	Where are we now and where do we want to be?
<b>Plan</b>	<b><u>What is the plan to close the gap?</u></b>
Do	How will we monitor the effective implementation of the plan?
Gather Data	What did the data/information we collected tell us about: I - The needs in our school? II- The effectiveness of the plan?

## Introduction

The Michigan Department of Education, Office of School Improvement has developed a series of documents and tools that are designed to assist schools in the creation and use of an **Action Portfolio** that will guide and inform the school's Continuous School Improvement Planning Process.

The **Action Portfolio** begins with the **Michigan School Improvement Framework (MSIF)**. The Framework was designed to:

- Provide schools and districts with a comprehensive framework that describes the elements of effective schools.
- Provide schools and districts in our state with a common way of describing the processes and protocols of practice of effective schools.
- Give direction to, support, and enhance the school improvement planning process.

The School Improvement Framework **Rubrics** assess the framework at the benchmark level, and provide a continuum of practice that allows buildings to identify gaps that exist between where they are in their current practice and where they want to be. The rubrics also include the EdYES! Performance Indicators that schools must use for their annual self-assessment.

The **Comprehensive Needs Assessment (CNA)** is another tool that has been developed as a part of the **Action Portfolio**. This process examines building demographics, system processes and protocols of practices, instructional program, and disaggregated student academic achievement data, so that the following questions can be answered:

- Who do we serve?
- How do we do business?
- Where are we now?
- Where do we want to be?
- What and where are the gaps?
- What is/are the root cause(s) for the gaps?
- How will we get to where we want to be?
- How will we evaluate our efforts and progress?

The CNA will help a school align these system challenges with the student achievement goals the school will establish. Ensuring that your systems are aligned with the elements of effective schools, to support your instructional program goals and objectives, is the first step to establishing the continuous school improvement process.

The **School Improvement Plan template (SIP)** has been designed to provide schools and districts with a common planning template that addresses student learning and system needs that have been identified through the schools' Comprehensive Needs

Assessment. It has also been designed to address any federal, state and locally required elements that must be contained in a School Improvement Plan.

The School Improvement Framework, Rubrics, CNA, and the School Improvement Planning template were developed as a comprehensive and continuous process that can provide schools and districts with a way to look at and discuss internal systems and assess where the school is, in relationship to these elements of effective schools.

Copies of these documents can be obtained on the web at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## School Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your school improvement plan, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the school improvement plan. A full listing of all grants contained in No Child Left Behind (NCLB) is available at: [www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement).

<input type="checkbox"/> Title I Part A <input type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI) Phase: ____	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education <input type="checkbox"/> General Funds
Other: (Examples include: Smaller Learning Communities, Magnet Schools. A complete listing of all grants that are a part of NCLB is available at <a href="http://www.mi.gov/schoolimprovement">www.mi.gov/schoolimprovement</a> .			

# Instructions for Completion

The development of a School Improvement Plan is required by PA25 for all schools in Michigan. A copy of the required elements for a school plan as required by PA25, as well as, other federal grant requirements follows these instructions. Schools are encouraged to review these requirements and insure that all PA25 requirements and any grant related requirement that is appropriate to the school, is addressed within the plan that is developed.

**Section I - Comprehensive Analysis Report on Student Achievement** was developed during the completion of the School Comprehensive Needs Assessment (SCNA). This section of the plan will address those requirements that speak to establishing academic content area goals based on identified student academic needs, contributing causes for identified gaps in achievement, and a description of the multiple academic assessments that will be used to identify student learning needs. List only one goal area per sheet.

**Section II - Comprehensive Analysis Report on System Processes and Practices** of the School Improvement Plan template identifies system processes and practices that were self-assessed using the CNA and identified as challenges that supported specific content area goals. These challenges should be developed into strategies and/or action steps within Section III of this plan.

**Section III - Plan to Accomplish Student Achievement Goals and Objectives** is the plan that will describe what objectives, strategies, and actions a school will take to accomplish its stated student academic goals. This section will ask you to list:

- **Measurable Objective Statement to Support Goal:** Specific measurable objectives that you will implement to achieve your stated goal. While you can have multiple objectives per goal (no more than 3-5 are recommend) you should use one sheet for each objective. Objective statements should describe who, will do what, by when, as measured by what.
- **Multiple measures of student achievement** that you will use to measure success of the stated objectives. List the multiple types of assessments you will use to measure achievement of the objective statement. Assessments used should:
  - be of high-quality student academic assessments that are in addition to the MEAP/MME academic assessments,
  - determine the success of student academic achievement,
  - provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards,
  - assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served to meet state student achievement academic standards and do well in the local curriculum,
  - determine what revisions are needed to objectives and strategies so that students meet the state student academic achievement standards, and
  - effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional assessments.
- **Strategy Statement:** This will be a statement of what the school will do in order to implement the stated objective. Schools should review the list of Required Elements listed on pages 8 and 9 to ensure that for each goal area, the planned activities also address any of the required strategies listed on the charts. (All PA25 requirements and any requirements for a grant(s) that the school has).

- **Activity:** For each of the strategies listed:
  - describe the activities to implement the strategy,
  - person who will be responsible for implementing the activity,
  - the timeline for the strategy,
  - resources needed,
  - source of funding for resources,
  - the cost for the resource,
  - the data you will collect to monitor the activities, and
  - the criteria to be used to evaluate the effectiveness of the activity.
- **Other Required Information:** These will be additional statements that relate to the objective and strategy listed under the goal and objective statements.
- **Monitoring and Evaluation:** Schools are required to monitor and annually evaluate their improvement plans to determine the level of success in accomplishing their goals, reporting to all stakeholders, and modifying their plans based on this review.
- **Stakeholder Involvement:** Involvement of all stakeholder groups in the planning, development, and evaluation of the plan is required. This page allows you to document that involvement and describe the decision-making process that was used to develop the school improvement plan.
- **Statement of Non-Discrimination:** All plans must be published/distributed to all interested stakeholders, and will require a statement of assurance of compliance with federal Office of Civil Rights regulations prohibiting discrimination. This page has been provided to satisfy that requirement. Be sure to fill in the designated contact information.

Copies of the Framework, Rubric, School Comprehensive Needs Assessment (CNA), and this template are available on the web at:

[www.mi.gov/schoolimprovement](http://www.mi.gov/schoolimprovement)

## Required Elements of a School Improvement Plan Checklist

The School Improvement Planning (SIP) template has been developed to include those items that are required of all schools as a result of PA 25 in the design of the template. Each cell of the template relates to these requirements. All schools will need to complete each of the cells in the template in order to meet PA 25 requirements.

### Required Elements that have been built into the SIP template

<i>Required Items that have been built into the Template Design</i>	PA 25 *	US AC	TI TA	TI S W	ISI	SE	NC A	Bal	TI C	TI D	T2 A	T2 D	T III	S 41	S 31 A	S 32 E
3-5 year school improvement plan cycle	X															
Mission Statement	X						X	X								
Goals based on academic objectives for all students	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Local board of education approval of the SIP	X	X														
Local district approval of the SIP	X															
Evaluation Process that describes how the school will annually evaluate the implementation of the SIP, it's effectiveness in achieving the objectives identified and modifications that may be necessary.	X	X	X	X	X	X	X	X								
Professional learning strategies to support SI strategies included in SIP	X	X	X	X	X											
Use effective methods and instructional strategies that are based on scientifically-based research	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
How will the school integrate its available fiscal resources to support each strategy and action step contained in plan (supplement/supplant)?	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Describe how the school will provide individual student academic assessment, and school related information in a language all stakeholders can understand			X	X	X	X	X	X	X	X	X	X	X	X	X	X
How the school will integrate the use of technology to support teaching and learning	X	X									X	X				
How all stakeholders will be involved in the planning, development, implementation, and evaluation of the SIP	X		X	X	X	X		X								
Compliance with Office of Civil Rights (statement for use attached to plan)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use of multiple sources of data to identify and monitor student academic achievement	X		X	X	X	X	X	X	X	X			X		X	
Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies	X		X	X	X	X	X	X	X	X						
The decision making process used at the school	X		X	X					X	X			X			
The use of data to drive all decision making activities in building	X		X	X	X	X	X	X								

## Checklist

### Additional Required Strategies to be Included in the Plan

The following chart identifies additional required items that must be included in a school improvement plan, based on resources that a school may have. Each item is identified by the requiring agency. **Please review the list and identify any additional items that may be required for your school and ensure that they are included in your school improvement plan as strategies or activities to accomplish your goals.**

<i><b>Additional Strategies/Activities that schools/districts must include in the SIP under appropriate Student Goals</b></i>	<b>PA 25 *</b>	<b>US AC</b>	<b>TI TA</b>	<b>TI S W</b>	<b>IS I</b>	<b>SE</b>	<b>NC A</b>	<b>Ba I</b>	<b>TI C</b>	<b>TI D</b>	<b>T2 A</b>	<b>T2 D</b>	<b>T III</b>	<b>S 41</b>	<b>S 31 A</b>	<b>S 32 E</b>
Describes how the school will use grant resources to support the activities described in the SIP		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Professional Learning (PL) Activities that include:																
Building collaborative decision-making skills	X		X	X												
Improve site-based decision-making skills	X		X	X	X	X	X	X								
Improve the school improvement planning process	X															
Improvement of instructional leadership skills	X															
How PL activities are identified and resources to support them	X															
How all stakeholders are involved in the planning for PL	X										X	X	X			
Improved teaching in core content areas	X										X					
Designed to build teachers skill in the use of academic assessment data to inform instruction and learning			X	X							X					
Based on a needs assessment to determine PL needs	X		X	X	X						X	X	X			
Designed to eliminate achievement gap	X		X	X	X											
Based on research			X	X	X						X	X	X		X	
Improve teacher's skills in meeting the learning needs of all students in the building			X	X	X	X					X					
Activities are tied to adequate yearly progress goals			X	X	X											
Strategy to ensure that staff knows how to use technologies to improve student achievement		X														
School-wide reform strategies that describe how the school will implement the required components				X												
Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X						
Strengthen the core academic program in the school to provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement			X	X					X	X			X		X	
Increase the amount and quality of learning time			X	X					X	X			X			
Include strategies for meeting the educational needs of historically underserved populations			X	X					X	X			X			
Timely additional assistance for students who are at risk of not mastering the proficient or advanced levels of academic achievement standards			X	X	X	X	X	X	X	X	X	X	X	X	X	X
Strategies and action steps are tied to adequate yearly progress goals			X	X	X				X	X			X			



<b>Additional Strategies/Action Steps that schools/districts must include in the SIP under appropriate Student Goals</b>	<b>PA 25 *</b>	<b>US AC</b>	<b>TI TA</b>	<b>TI S W</b>	<b>IS I</b>	<b>SE</b>	<b>NC A</b>	<b>Ba I</b>	<b>TI C</b>	<b>TI D</b>	<b>T2 A</b>	<b>T2 D</b>	<b>T III</b>	<b>S 41</b>	<b>S 31 A</b>	<b>S 32 E</b>
Strategies/activities that will make available, in as many fields as practicable, opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.	X															
Strategies/activities that will develop and utilize community resources	X								X							
Strategies/activities that will utilize adult and community education, libraries and community colleges to support goals and objectives	X							X								
Strategies to ensure that instruction is provided by highly qualified staff (as defined by No Child Left Behind)			X	X	X	X	X	X			X					
Strategies to attract highly qualified teachers to high-needs schools				X							X					
Parent involvement strategies			X	X	X	X		X	X	X						
Transition plans to support pre K – 12 <sup>th</sup> grade progression			X	X	X	X										
Teacher involvement in selection of alternative forms of assessment to monitor teaching and learning			X	X	X	X										
Supports for positive student behavior			X	X	X	X	X				X					
Curriculum alignment strategies corresponding with student academic goals	X		X	X	X	X	X	X			X					
Strategies to increase amount/quality of instructional time			X	X	X											
Strategies to identify students to be served			X	X	X	X			X	X			X		X	
Strategies to meet the needs of students identified			X	X	X	X	X		X	X			X		x	
Student assistance teams to identify interventions needed					X	X										
Establish clear goals and realistic strategies for using telecommunications and information technology to improve education or library services		X														
Provide sufficient budget to acquire and support the non-discounted elements of the technology strategies; the hardware, software, professional development, and other services that will be needed to implement the strategy		X														
Evaluation process that enables the school or library to monitor progress toward technology strategies and make mid-course corrections in response to new developments and opportunities as they arise		X														
<b>If Identified for Improvement (AYP) include:</b>																
Attendance at Principal Fellowship					X											
Revise SIP to focus on instruction and decision making					X											
Revise SIP to include comprehensive audit findings					X											
Mandatory review of annual progress					X											
Revision of SIP to focus on content area where school did not make AYP					X											

- PA 25 requirements impact all schools in Michigan

#### Key for Requiring Agencies:

PA25	Michigan Revised School Code (requirements impact all schools)	TID	Neglect and Delinquent
TITA	Title I, Targeted Assistance	T2A	Professional Development
TISW	Title I, School Wide	T2D	Technology
ISI	Identified for Improvement (No Child Left behind – AYP)	TIII	Limited English Proficient
SE	Special Education	S41	Bilingual
NCA	North Central Accreditation	S31A	Section 31a At Risk
BAL	Baldrige	S32E	Section 32e
TIC	Migrant	USAC	Universal Service Administrative Company



# School Improvement Plan

Insert School Logo Here

School Year:  
School District:  
School Name:  
Grades Served:  
Principal:

District Code:  
Building Code:  
Intermediate School District Code:

District Approval of Plan:

---

Authorized Official Signature and Date

Board of Education Approval of Plan:

---

Authorized Official Signature and Date

School Vision Statement:

School Mission Statement:

School Belief Statements:

URL location for this plan on the web:

# State of Michigan School Improvement Planning Template

School: \* School Year: \*

## Section I: Comprehensive Analysis Report on Student Achievement (From the Comprehensive Needs Assessment)

Content Area: ☐ Active Goal ☐ Maintenance Goal ☐ Revised Goal

Student Goal Statement: \*

Statement of gap in student achievement (Need Statement): \*

Contributing Cause for the gap in student achievement: \*

List multiple sources of data used to identify this gap in student achievement: \*

## Section II: Comprehensive Analysis Report on System Processes and Practices (From the Comprehensive Needs Assessment)

Listed below, are the challenges from the Comprehensive Needs Assessment Strand reports that were aligned with this content area Goal to be included in this School Improvement Plan. (These should be addressed as strategies/activities in your SIP in Section III).


## Section III: Plan to Accomplish Student Achievement Goals and Objectives

Review the School Improvement Framework - key characteristic statements to get ideas for strategies to support goal and objectives

Measurable Objective Statement to support Goal: \*

For this objective, list the multiple measures of assessment to be used that will provide authentic assessment of pupils' achievements, skills, and competencies: \*

Strategy Statement: \*

Activities to implement the strategy	Staff responsible for implementing activity	Timeline for Activity		Resources Needed for Activity			Monitoring Plan for the Activity	Evidence of Activity Success
		Begin	End	Resource	Source	Amount		
Action Steps *	*	*	*	*	*	*	*	*

## Other Required Information

What research did you review to support the use of this strategy and action plan? \*

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? \*

How has the school integrated its available fiscal resources to support this strategy and action steps? \*

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? \*

## Monitoring and Evaluation

What are the criteria for success and what data or multiple measures of assessment will you use to monitor the progress and success of this plan? \*

Annually, provide an outcome statement, and evidence that describes the success in meeting this goal. \*

## Stakeholder Involvement

List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

School Improvement Planning Team Members 🌸			
Name	Signature	Position	E-mail

Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. 🌸

Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process. 🌸

Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌸

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List the names and positions of the stakeholders (staff, parents, community/business members and, as appropriate, students) who were involved in the planning, design, monitoring, and evaluation of this plan.

[illegible]

**Describe how all stakeholders are involved in the planning, design, monitoring, and evaluation of this school improvement plan. 🌸**

**Describe how decisions about curriculum, instruction, and assessment are made at this school, and how all stakeholders are involved in the process. 🌸**

**Describe how school and student information and progress will be shared with all stakeholders in a language they can understand. 🌸**

# Statement of Non-Discrimination

Federal Office of Civil Rights

The school complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this school that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the district/school is responsible, or for which it receives financial assistance from the U.S. Department of Education.

Title of School/District Contact: ❀

Address: ❀

Telephone Number: ❀

## References:

Title VI of the Civil Rights Act of 1964,  
Title IX of the Education Amendments of 1972,  
Section 504 of the Rehabilitation Act of 1973,  
The Age Discrimination Act of 1975,  
The Americans with Disabilities Act of 1990  
Elliott-Larsen prohibits discrimination against religion.